

# ESASD Early Intervention Transition - 2024

Parent Introduction Meeting





- Thank you to each and every parent who is attending this informational meeting. Your dedication and involvement in your child's education is appreciated and valued as we move forward in planning appropriate programming to meet their individual needs.
- Thank you to the ESASD and IU 20 administration and staff who are here today to ensure each and every parent has an understanding of ESASD's Early Intervention transition process moving forward and the programming options available to meet each student's needs.

# Panel

## **ESASD Staff presenters:**

- Mrs. Marialena Casciotta, Director of Pupil Services
- Mr. Jonathan Osmun, School Counselor
- Mrs. Valerie Rodriguez, School Psychologist
- Dr. Gail Kulick, Elementary Principal
- Ms. Zahra Yohe, Special Education Teacher
- Mrs. Susan Morse, Special Education Teacher

## **Colonial Intermediate Unit 20 (IU 20) Staff:**

- Ms. Becky Eller, Supervisor of Special Education, Early Intervention



# Helpful Information:

- ❑ **Intent to Register:** Please complete this form asap as the IU 20 will not share your child's information until that is signed.
- ❑ [2024 Early Intervention Student Checklist](#): Please complete this form with the most updated information. It will help expedite the transition process.
- ❑ [Getting Ready for Kindergarten Fair](#): Saturday, February 24, 2024 from 10am - 2pm at the East Stroudsburg Area High School South Cafeteria
- ❑ [Building Information](#): Information regarding the building Principal, Assistant Principal, School Counselors, Psychologists, and directions/location
- ❑ [Student Registration](#): Online registration for the 2024-2025 school year, **including Kindergarten**, will open on February 19, 2024.
- ❑ [Online Registration Tutorial](#): If you are registering a student for the first time, you will need to set up an account. This will assist you with that. Please remember you are registering for the 2024-2025 school year.

# Kindergarten Registration

- ❖ Please use the following link to schedule an appointment with ESASD's registration department to register your child for Kindergarten. Click Here: [Student Registration \(Online Registration begins February 19, 2024 for the 2024-2025 school year!! \)](#)
- ❖ Appointments fill up quickly, therefore, please schedule yours at your earliest convenience.



# School Counselors and the Transition from Early Intervention to Kindergarten



Presenter: Jon Osmun, School Counselor

# Role of the School Counselors

- The school counselors in your home building act as a coordinator between the parents of Early Intervention students, school psychologist, and any related services your child may need.
- At any point throughout the process, we are your contact person for any concerns or questions that you may have. If we do not know the answer to a question, we are very capable of finding out the answers for you.



# Steps in the Process



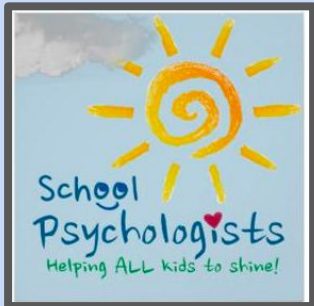
1. Upon receiving Early Intervention records, the school counselors meet with the school psychologist, and any other related service provider to review records. The team then decides the proper next step for each child.
2. The school counselor or psychologist will contact the parent/guardian to discuss the team's plan.
3. Permission to Re-evaluate
  - If the team plans on evaluating the child, the school psychologist will issue a Permission to Re-evaluate. The PTRE will be based on the team's recommendations for assessments needed.
4. Re-evaluation Process
  - Once the PTRE is signed, the district has 60 calendar days to complete the evaluation (excluding summer days).
5. Re-evaluation Report
  - When the Re-evaluation Report is completed, the school counselor or psychologist will contact the parent and schedule a meeting to discuss the child's eligibility, and possibly develop an IEP. Based on the results of the Re-evaluation Report, the school counselor will assign a special education teacher to develop a draft IEP.
6. Individualized Education Program
  - b. If a student is eligible for special education services, the team works diligently to ensure that the services are ready for the first day of school.



# School Counselor Directory

School	Counselors	Email
Bushkill Elementary Phone: (570) 588-4400	Tanya Spitzel Abigail Banks	<a href="mailto:Tanya-Spitzel@esasd.net">Tanya-Spitzel@esasd.net</a> <a href="mailto:abigail-banks@esasd.net">abigail-banks@esasd.net</a>
East Stroudsburg Elementary Phone: (570) 421-1905	Jon Osmun Amanda Yost	<a href="mailto:Jonathan-Osmun@esasd.net">Jonathan-Osmun@esasd.net</a> <a href="mailto:Amanda-Yost@esasd.net">Amanda-Yost@esasd.net</a>
J. M. Hill Elementary Phone: (570) 424-8073	Joseph Castaldo Abigail Banks	<a href="mailto:Joseph-Castaldo@esasd.net">Joseph-Castaldo@esasd.net</a> <a href="mailto:Abigail-Banks@esasd.net">Abigail-Banks@esasd.net</a>
Middle Smithfield Elementary Phone: (570) 223-8082	Stacey Miller Jenna McElroy	<a href="mailto:Stacey-Miller@esasd.net">Stacey-Miller@esasd.net</a> <a href="mailto:Jenna-Mcelroy@esasd.net">Jenna-Mcelroy@esasd.net</a>
Resica Elementary Phone: (570) 223-6911	Erin Volutza Michael Kimmel	<a href="mailto:Erin-Volutza@esasd.net">Erin-Volutza@esasd.net</a> <a href="mailto:Michael-Kimmel@esasd.net">Michael-Kimmel@esasd.net</a>
Smithfield Elementary Phone: (570) 421-2841	Lauren Rovi Laura Osmun	<a href="mailto:Lauren-Rovi@esasd.net">Lauren-Rovi@esasd.net</a> <a href="mailto:Laura-Osmun@esasd.net">Laura-Osmun@esasd.net</a>

# Early Intervention Qualification and Process Compared to School Aged Qualification and Process



Presenter: Valerie Rodriguez, School Psychologist, M.S.

# Early Intervention Qualification Process

- ~A child is referred for an evaluation
- ~Consent or Permission to evaluate is signed
- ~Evaluation is completed to determine the child's eligibility
- ~Meeting is held and an Individualized Education Plan for Early Intervention is completed



# Early Intervention Qualifications

**25% Developmental Delay in one or more areas such as the following:**

Speech/Communication

Adaptive, Self help skills, Daily Living Skills

Cognitive

Behavior/Emotional

Physical (Occupational Therapy and/or Physical Therapy)

Social



# School Age IDEA Qualifications

- ~Specific learning disability (SLD)
- ~Autism spectrum disorder (ASD)
- ~Speech or language impairment
- ~Deafness
- ~Deaf-blindness
- ~Intellectual disability
- ~Multiple disabilities

- ~Other health impairment
- ~Emotional disturbance
- ~Visual impairment, including blindness
- ~Hearing impairment
- ~Orthopedic impairment
- ~Traumatic brain injury



# Steps for School Aged Services

After the school has received your child's Early Intervention IEP (Individualized Education Plan), ER (Evaluation Report) and release of records the school will review all of the paperwork. All support providers that the child currently has (Speech, Occupational Therapy, etc.) as well as School Psychologist, and School Counselor will then decide on the following steps:

- ~Call parents, teacher, and specialists if they deem more information is needed.
- ~ Determine if there is enough information to complete a Re-evaluation with just a review of records or
- ~ Send out a Permission to Re-evaluate to complete more assessments and data collection



Continue →

# Steps for School Aged Services continued:

- ~ The evaluation will be completed as per the recommendations on the Permission to Re-evaluate.
- ~ The results of the Re-evaluation report will determine if your child will receive an IEP as well as any related services for which your child qualified.
- ~ An IEP meeting will be held and further discussion of your child's needs will occur.
- ~ A Notice of Recommended Educational Placement (NOREP) will be presented to parents. The child will have supports in place for the beginning of the 2023-2024 School Year.

Fun fact: Children starting school in 2024 will graduate 12 years later in June 2037.



# General Education



Presenter: Dr. Gail Kuluck, Principal



- Typically, no more than 22 students in a classroom with one teacher.
- Six-day cycle for specials (PE (2 times/cycle), Art (1 time/cycle), Library (2 times/cycle), Music (2 times/cycle).)
- 120 minutes/day for ELA (reading, language, and writing)
- Approximately 75 minutes/day for math



- Social skills practice using MindUp
- 15-minute recess
- School-Wide Positive Behavior
- Multiple Tiered System of Support (MTSS)  
Response to Intervention
- Title I Reading support



The logo features the words "Special" and "Education" in a large, dark blue, serif font. The word "Special" is positioned above "Education". Behind the text, there is a horizontal row of approximately ten colorful handprints. Each handprint is filled with a different pattern of small, multi-colored dots in shades of red, yellow, green, and blue. The entire logo is set against a white background and is enclosed within a thin black rectangular border.

# Special Education

Presenter: Zahra Yohe, Special Education Teacher



# Least Restrictive Environment

IDEA (Individuals With Disabilities Act) states that children who receive special education services should learn in the least restrictive environment. This means that they should spend as much time as possible with peers who do not receive special education.

East Stroudsburg Area School District's goal is for all students to be in the general education setting as much that is appropriate to meet the student's individual needs.

Disability does not dictate type or level of special education supports. For example, a child with Autism is not automatically placed in Autistic Support. The IEP Team looks at the individual student to determine appropriate placement and services.

Placement is not permanent. The IEP team meets at least annually to review progress, strengths, needs, and placement decisions. Anyone on the team can ask for the IEP Team to meet at any time to discuss possible adjustments.





Learning Support will typically be the recommended placement for a student who needs additional supports to succeed in the general education classroom content.

Students who receive Learning Support typically have academic achievement that is below their ability and/or grade level.

The common factor in this setting is the need for accommodations and/or modifications to the District's curriculum (Reading, Writing, Math).



# Itinerant Learning Support

- May receive additional adult support in the general education setting.
- Specially designed instruction will focus primarily on supports to be implemented in the general education classroom.
- Specially designed instruction may include: testing and assignment accommodations, reteaching, preteaching, chunking of information, rephrasing and rewording, and guided practice.

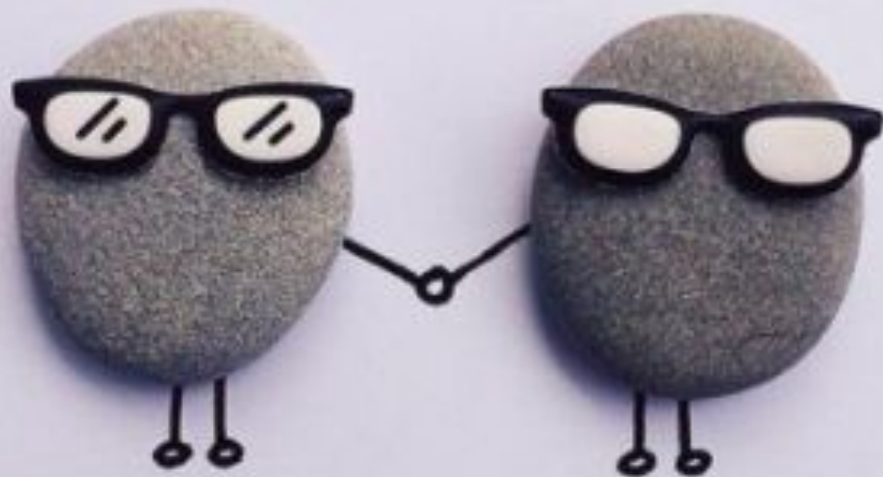


# Supplemental Learning Support

- Class size is limited to provide for small group instruction. There may also be additional paraprofessional support.
- May receive some or all instruction for one or more academic subjects (reading, Writing and/or Math) in the special education classroom.
- May receive additional adult support in the general education setting.
- Specially designed instruction will focus on supports to be implemented in the general education classroom as well as in the special education classroom.
- Specially designed instruction may include: small group instruction, modifications to pacing/presentation of the District's curriculum, instruction at student's instructional level, and/or specialized programs to address academic needs.



# Emotional Support



Emotional Support will typically be the recommended placement for a student whose learning is primarily impacted by his or her behaviors and/or emotional needs.

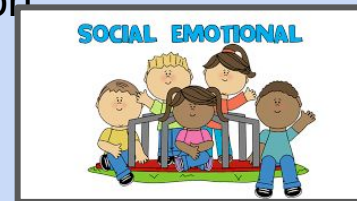
Students in Emotional Support may have varying academic levels- working below, on level, or above grade level.

The common factor in this setting is the need for significant behavioral and/or emotional supports.



# Itinerant Emotional Support

- May receive direct instruction in social skills, self regulation, and/or coping strategies.
- Will have a Positive Behavior Support Plan (PBSP) included in the IEP.
- May receive additional adult support in the general education setting as determined necessary by the team.
- Specially designed instruction in the PBSP and IEP will focus primarily on supports to be implemented in the general education setting.



# Supplemental Emotional Support

- Class size is limited to provide for small group instruction. There may also be additional paraprofessional support.
- Receives instruction for one or more academic classes (Reading, Writing, and/or Math) in the Emotional Support classroom typically working on the general education curriculum.
- Attends specials, lunch, recess, assemblies, field trips and other non-academic activities in the general education setting with non-identified peers.
- Additional adult support may be provided in the general education setting as determined necessary by the team.
- Direct instruction will be provided in social skills, self regulation, and/or coping strategies dependent on the child's needs.
- The student will have a Positive Behavior Support Plan (PBSP) that addresses the special education and general education environments.





Mrs. Susan Morse, Life Skills Teacher

Life Skills Support will typically be the recommended placement for a student who requires direct instruction in skills of daily living and functional academics.

Students in Life Skills may also have behaviors that impede their learning, and may have a Positive Behavior Support Plan (PBSP).

The common factor in this setting is the need for an alternate functional curriculum, repetition of skills, adapted living skills, additional instruction in communication, and the use of visuals and manipulatives during instruction.



# Supplemental Life Skills Support

- May be provided at a school other than your child's home school.
- Receives 21% to 79% of daily instruction in the Life Skills Support classroom.
- Receives much or all academic instruction in the Life Skills setting. Some students have shared programming in Learning Support or in a regular education setting.
- Attends specials, lunch, recess, assemblies, field trips and other non-academic activities in the general education setting with non-identified peers.





# Supplemental Life Skills Support

- Class size is limited to provide for small group instruction and additional paraprofessional support. Additional support is also used for hands on learning and constant practice.
- Academic instruction is provided in small time periods (typically 30-40 minutes) with brain breaks or sensory breaks in between instructional lessons. Brain breaks incorporated are based on student interest and what works best for them
- Additional adult support may be provided in the general education setting as determined necessary by the team.
- Direct instruction will be provided in skills of daily living such as self care, toileting, feeding, communication, social skills, prevocational skills, and leisure skills based on the individual child's needs throughout the school day.



# Full Time Life Skills Support

- This placement is essentially the same as Supplemental Life Skills Support, the student spends 81% or more of their day being instructed in the special education setting.
- Students in Full Time Life Skills Support may not necessarily participate with typically developing peers in all specials area classes. Instead, they may be instructed in small group in Adaptive Specials to address their specific needs.

